

Guided Reading with

The Mariachi is Here

Guided Reading Level: M
DRA Level: 28

by Barbara Flores, Elena Castro, and Eddie Hernandez

Overview: This musician is playing with a mariachi.
Read this book to find out all about mariachis.

About the Book

Page number: 16, Word Count: 415

Genre: Nonfiction

Focus:

Concepts of Print and Reading Strategies:

- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- look at each part or syllable of a word to read it
- use context to confirm decoding of unknown words
- use known words as markers (high frequency or previously decoded)
- use background and vocabulary knowledge to understand words read
- read varied sentences fluently, with expression and stamina
- attend to commas and end punctuation

to guide phrasing and support comprehension

- use text to visualize concepts presented
- refer to text evidence when discussing an informational text
- use text features to navigate an informational book (table of contents, headings, pronunciation guide)
- make connections between different sections of an informational text to synthesize information presented
- read a longer text with stamina, using section breaks to pause, reflect, and synthesize
- determine main idea of each section and the entire book in an informational text

Supportive Text Features:

- some details supported by illustrations
- most vocabulary is familiar, with some

content-specific language

- varied sentence lengths and formats
- supportive informational text features (table of contents, headings, pronunciation guide)

Phonics:

- how to use a pronunciation guide
- sounds of diphthong ou (e.g., sounds, hourglass, mouthpiece, loud vs. group, both sounds in throughout)
- syllabication of multisyllable words with various syllable types

Common Core Standards:

- RF.2.3, RF.2.4
- RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.8

ELL/ESL: Ya llegó el mariachi

See last page

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- What does a musician do? When might you hear a musician?
- What instruments do you know? How does someone play them?



- What do you know about mariachi music?

2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "*The Mariachi is Here.*"
- Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Have children predict what the book will say about mariachis. Predict whether the book will be fiction or nonfiction.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures. Ask them to notice what each one shows.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look for chunks of words they know and to blend the sounds from left to right, or syllable by syllable. Students should sound out letter by letter if needed.
- If they stop to tackle a challenging word, remind them to re-read the sentence afterwards and think about the information shared.

4. Be aware of the following text features:

- The book contains a wide variety of high frequency words. You might introduce or review several of the words using an orthographic mapping routine and/or review a set of words with similar spellings or sounds.
- Content-specific vocabulary words and phrases include: musical group, mariachi, festivals, *charro* suits, *Las Mañanitas*, Mexico,

Latin America, Jalisco, serenades, folk music, *ranchera*, *bolero*, *vihuela*, guitar, violin, *guitarrón*, trumpet, strings, strums, plucks, pick, rhythm, body, hourglass, bow, highest, melody, lowest, blow, mouthpiece

- Other useful vocabulary words include: recognized, lively, traditional, popular, honor, curved, thick, straight, releasing
- This informational text includes three chapters about mariachi music, its origins, and the instruments in a mariachi. The vocabulary and conceptual demands are high; expect to offer extra support.
- There is a pronunciation and glossary guide at the beginning of the book.
- Nonfiction text features included in the book: chapter headings, glossary, page numbers, map, and photographs.

Guided Reading Note: Level M is the benchmark for the end of second grade or beginning of third grade. Children reading at this level are at a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes. Students are also likely still refining their grasp of phonics patterns. Support their growing knowledge explicitly and discourage guessing at words.



Reading the Book

1. Set a purpose by telling children to read the book to find out about mariachis.

2. Have children read the book silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: "What is the book about?" or "Tell me how the book begins." Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words? Do they slow down to sound out letter by letter for an unknown word?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?
- Are they drawing conclusions and making inferences?

4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children's facial expressions and use these signals to ask questions, such as: "What made you smile?" or "Where do you need some help?"
- Encourage children's attempts by making comments, such as: "I like how you are using a different strategy when the first one you tried didn't work."
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, "Did you think about chunking the word?" or "Did you sound out letter by letter?"

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the concepts presented by asking students to visualize or explain in their own words.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making



"I wonder..." statements to extend comprehension.

- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection.
- Call attention to the sequence of information presented in the text.
- Model how to revisit the text to find specific examples or ideas in the text.

After the First Reading

1. Have children confirm their predictions and talk about what information the book shared about mariachis.

2. Ask questions like:

- What is a mariachi? What does a mariachi do? Give evidence from the text.
- How did mariachi music start? How has it changed over time? Give evidence from the text.
- What are the instruments in a mariachi? What's important to know about each instrument? Give evidence from the book.
- How are the mariachi instruments similar to each other? How are they different from each other? Give examples from the text.
- What are the different jobs of the instruments in a mariachi?
- Which type of instrument would you choose to learn to play? Why?
- Why do you think mariachi music has endured? Why is it popular today?
- How is mariachi music an example of collaboration or teamwork?

- Why do you think the authors wanted to share this information with young readers today?
- If you were going to write a book about music for kids, what type of music would you choose?
- Why do you think the authors decided to write this book about mariachi? What message do you think they hope kids will remember?

Second Reading

1. Have children reread the book silently or to a partner.

2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children ongoing feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

Cross-Curricular Activities

Language: Work together to summarize the information in the book by creating a chart with the headings of each section and then adding bullet points summarizing key details.

Have students use sticky notes to add labels and



captions to the book photographs that reflect the information in the text.

Have students work together to create a poster-sized diagram with labels and captions about mariachi. Have them draw the members of a typical mariachi group with their instruments, referring to the text to confirm details. Have them add information about each musician and instrument with labels. Have them include bigger ideas in one or more captions.

Review some of the key multi-use vocabulary words from the book — words students are likely to see and use elsewhere, such as recognized, lively, traditional, popular, honor, curved, thick, straight, and releasing. Have students develop brief skits to act out the meaning and use of each word.

Read other books about mariachi music and musicians, including *Finding the Music / En pos de la música* (<https://www.leeandlow.com/books/finding-the-music-en-pos-de-la-musica>), *Charro Claus and the Tejas Kid* (<https://www.leeandlow.com/books/charro-claus-and-the-tejas-kid>), and *Let Me Help! / ¡Quiero ayudar!* (<https://www.leeandlow.com/books/let-me-help-quiero-ayudar>). How does mariachi music bring people together? What does this music mean to the main characters?

Discuss the sounds of the diphthong ou using words from the book (sounds, hourglass, mouthpiece, loud vs. group, both sounds in throughout). Practice reading, spelling, and sorting other words with this spelling pattern.

Look closely at the pronunciation guide together. Talk about why the stressed syllables are capitalized. Practice creating pronunciation guides for students' names or other words.

Work together to divide words from the book into syllables to read them. Talk about different syllable types.

Science: Invite students to explore properties of sound and practice using some of the vocabulary from the book (high, low, loud). For instance, let them play instruments, tap on different surfaces, pluck rubber bands stretched in different ways, use fidget toys that create sounds, etc. Brainstorm other words to describe sounds.

Social Studies: Using the chapter titles from the book to help generate research questions, have students read or use online resources to learn more about traditional music from other cultures.

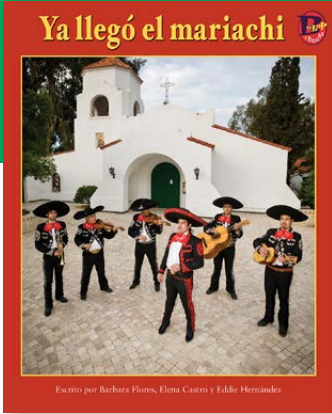
Art: Encourage students to create a poster advertising an upcoming mariachi festival. What descriptive words should they include to get people excited in attending?

Music: Listen to recordings or watch a video of mariachi music. Make connections to the text.

Create simple homemade string instruments, such as rubber bands over an open cardboard box. Refer to the text to try out playing the strings as they are used for various mariachi instruments (strumming, plucking, playing with a pick, etc.)

Have students work in pairs to compare and contrast two of the mariachi instruments on a Venn Diagram. In addition to the information in the book, allow them to look at photos of the instruments and watch video clips of someone playing them to see the techniques described and hear the sounds.

Home connections: If possible, ask if anyone's family participates in a mariachi band. Invite a family volunteer to class to share their experiences. Brainstorm interview questions with students before hand. Encourage students to write a thank you card to any class visitor afterwards.



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DRA Level: 28

Guided Reading with **Ya llegó el mariachi**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

Noun & Verb Support

There are three bolded chapters in the story: **¿Qué música está sonando?**, **México y el mariachi**, and **Instrumentos del mariachi**.

For each chapter, have students highlight vocabulary words (nouns, verbs, and adjectives) that they are unfamiliar with and underline them. Additionally, students can create a graphic organizer with the three chapters as three separate columns and write down facts that they learned about the mariachi underneath each.

For **Instrumentos del mariachi**, print the following names of instruments on separate index cards: **vihuela, guitarra, violín, guitarrón y trompeta**.

Then, print the following facts about each instruments on separate individual index cards:

Vihuela: tiene cinco cuerdas; parece una guitarra pequeña, pero con la parte trasera curvada; establece el ritmo de una canción

Guitarra: tiene seis cuerdas; el cuerpo tiene la forma del número ocho; para tocarla, pulsa las cuerdas con los dedos o con una púa

Violín: tiene cuatro cuerdas; el cuerpo tiene la forma de un reloj de arena; las cuerdas se tocan tirando de un arco a través de ellas; producen los sonidos más altos y tocan la melodía de una canción

Guitarrón: tiene seis cuerdas; es el instrumento más importante en un mariachi; se toca jalando las cuerdas gruesas; produce el sonido más bajo en una canción

Trompeta: parece un tubo con forma de campana al final; para tocarla, el músico sopla aire por la boquilla; hace ruidos fuertes

Arrange the names of the instruments at the top of the word sort, and then scramble the definitions associated with each instrument on separate index cards underneath the headings. Have students sort the definitions underneath the corresponding instrument, with or without support from the text.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

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